



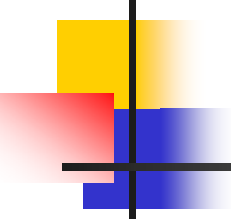
Rhode Island Reading First

Vocabulary Instruction



Acknowledgements

- Florida Center for Reading Research (www.fcrr.org)
- Texas Primary Reading Academies
- *Words, Words, Words* by Janet Allen
- *3-Tier Reading Model* (University of Texas Center for Reading & Language Arts, 2004)
- *Strategic Teaching and Learning* (California Department of Education, 2000)
- *Increasing Young Children's Oral Vocabulary*, a presentation by Margaret McKeown (Providence, 2003)



“Vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean.”

Source: William E. Nagy
Teaching Vocabulary to Improve Reading Comprehension
IRA, 1988



Vocabulary

Speaking

Listening

Reading

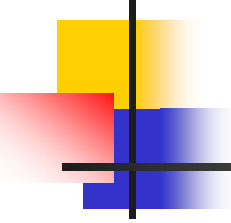
Writing



Oral Language and Vocabulary Development

“Research consistently demonstrates that the more children know about language...the better equipped they are to succeed in reading.”

Burns, Griffin and Snow, 1999, p. 8

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- Oral language involves both speaking and listening and includes vocabulary development
 - Children need opportunities to engage in frequent conversations – to talk and listen to responsive adults and to their peers

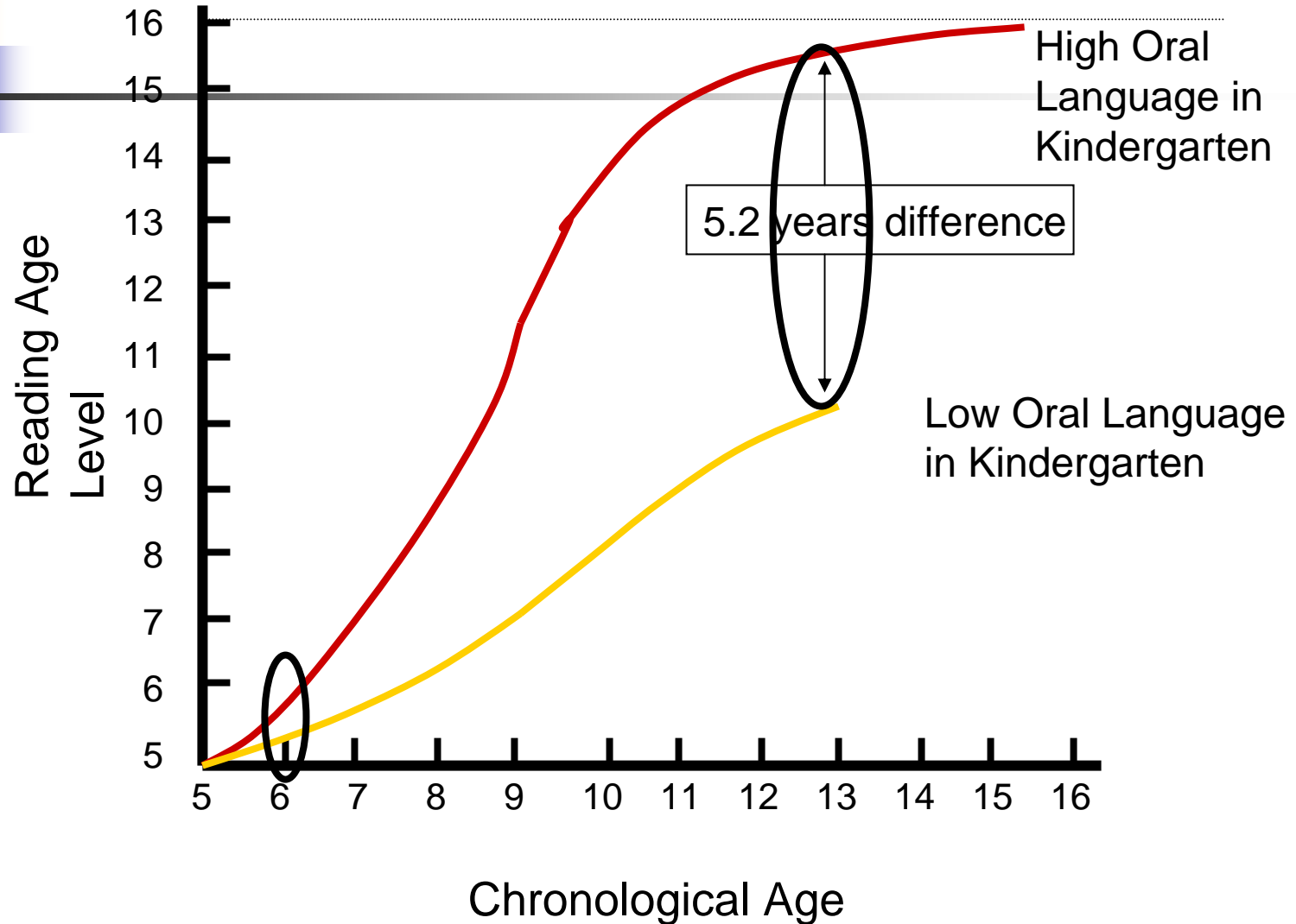


Oral Language Accomplishments

There is a wide range of normal variation in oral language abilities from one child to another. Some children use oral language that is developmentally immature while others use language that is beyond expectation for their age.

The Effects of Weaknesses in Oral Language on Reading Growth

(Hirsch, 1996)





Findings from Beck, McKeown & Kucan

Children from different socioeconomic groups begin school with vastly different vocabularies:

- Linguistically “poor” first graders knew 5,000 words
- Linguistically “rich” students knew 20,000 words

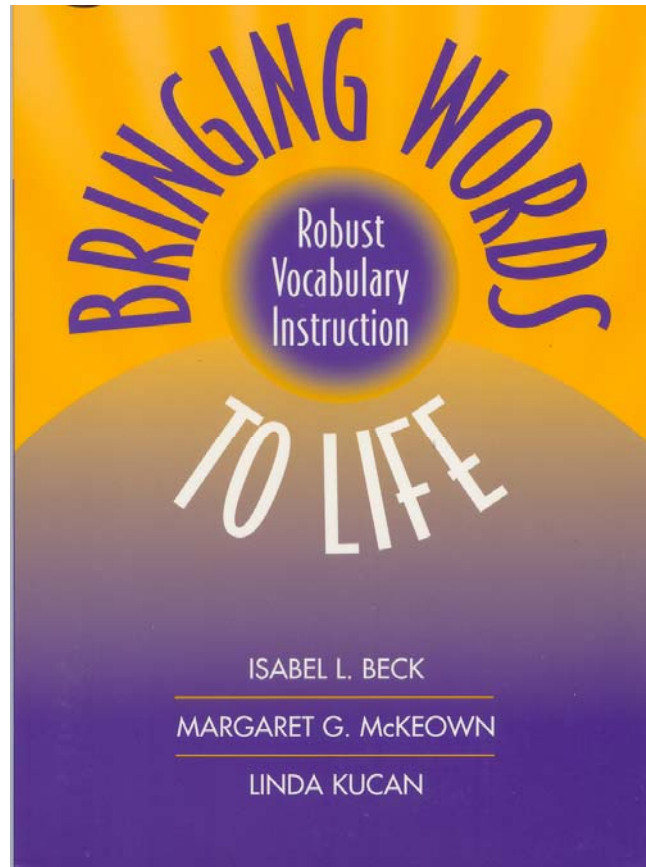


Beck, McKeown & Kucan:

- Without intervention, the gap still exists at:
 - ☑ Grade 4
 - ☑ Grade 12
- High school seniors near the top of their class knew about four times as many words as their lower performing classmates.



Results of their work:





Three-Tier Approach

Tier One: most basic words

red mother run house

Tier Three: words whose frequency of use is quite low, often limited to specific domains

plateau isotope democracy



Tier 2: high frequency words for mature language users

Criteria for identification by teacher:

- Words that are characteristic of mature language users
- Words that appear in a variety of domains
- Words for which students understand the general concept



Big Ideas in Beginning Reading (University of Oregon)

Vocabulary:

The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.



Mapping of Instruction

- Concept Naming & Use (Kindergarten only)
- Categorization
- Vocabulary Development & Use



What we know from research:

Indirect Vocabulary Learning	Direct Vocabulary Learning
<ul style="list-style-type: none">■ Engaging in daily oral language■ Listening to adults read■ Reading extensively on their own	<p>Students are explicitly taught:</p> <ul style="list-style-type: none">■ Individual words and their meaning(s)■ Word-learning strategies



Grade Level Expectations

- R-2: Students identify the meaning of unfamiliar vocabulary by...
- R-3: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ...



Explicit Vocabulary Instruction includes:

- Expanding word knowledge through definitions and context
- Actively involving students
- Using discussions
- Modeling word-learning strategies



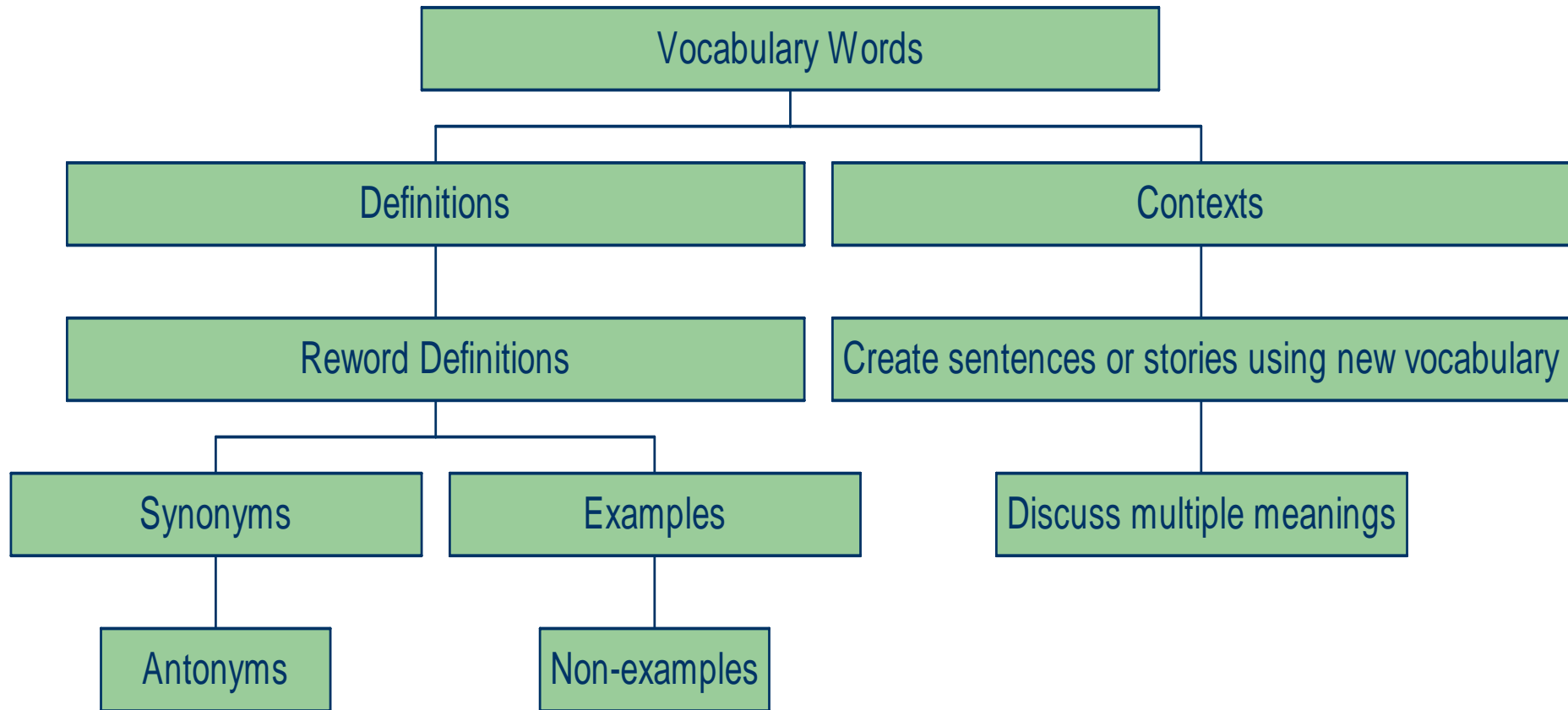
Planning Vocabulary Instruction

Before reading, select specific words to teach:

- Preview the passage
- List words that you predict will be challenging for your students
- Prioritize these words by their importance



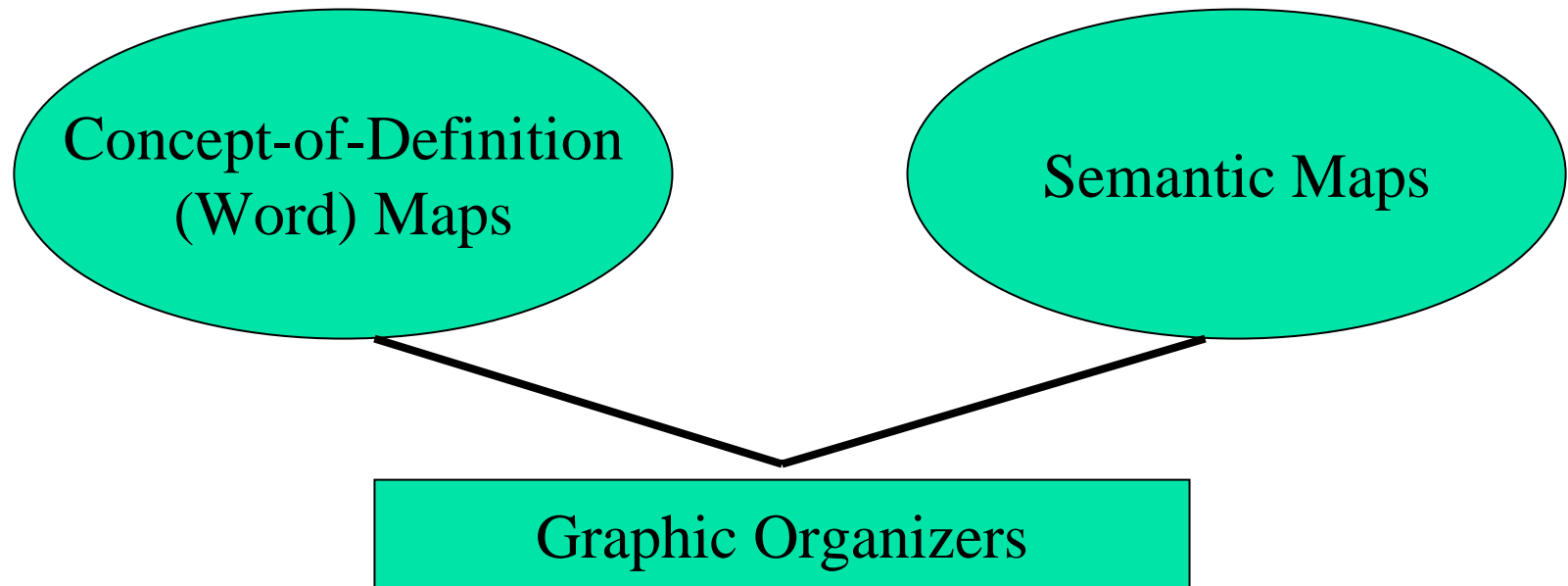
Expanding Word Knowledge





Actively Involving Students

Help students make connections





Word Consciousness

An awareness of and interest in words and their meanings:

- Helps students develop a deeper understanding of words
- Promotes an understanding of how words and concepts are related across different contexts



Discussions

Discussions of words and related concepts help students:

- *Develop word consciousness*
- *Learn word meanings*
- *Make connections between concepts and words*



Modeling

- Model positive and negative examples of the new concept. (e.g., "This is a mitten." or "This is not a mitten.").
- Test student on their mastery of the examples (e.g., "Is this a mitten or not a mitten?").
- Present different examples of the new word along with examples of other previously taught words. Ask for names (e.g., "What is this?", "What color is this?" or "Tell me how I'm writing.").



Modeling Word-Learning Strategies

Teaching key word-learning strategies

Model:

- How to determine the meanings of words based on their context
- How to look up unknown words in a dictionary or glossary
- How to recognize and use information about word parts



Explicit Vocabulary Instruction

BUILD VOCABULARY AND DESCRIPTIVE SKILLS

Naming:

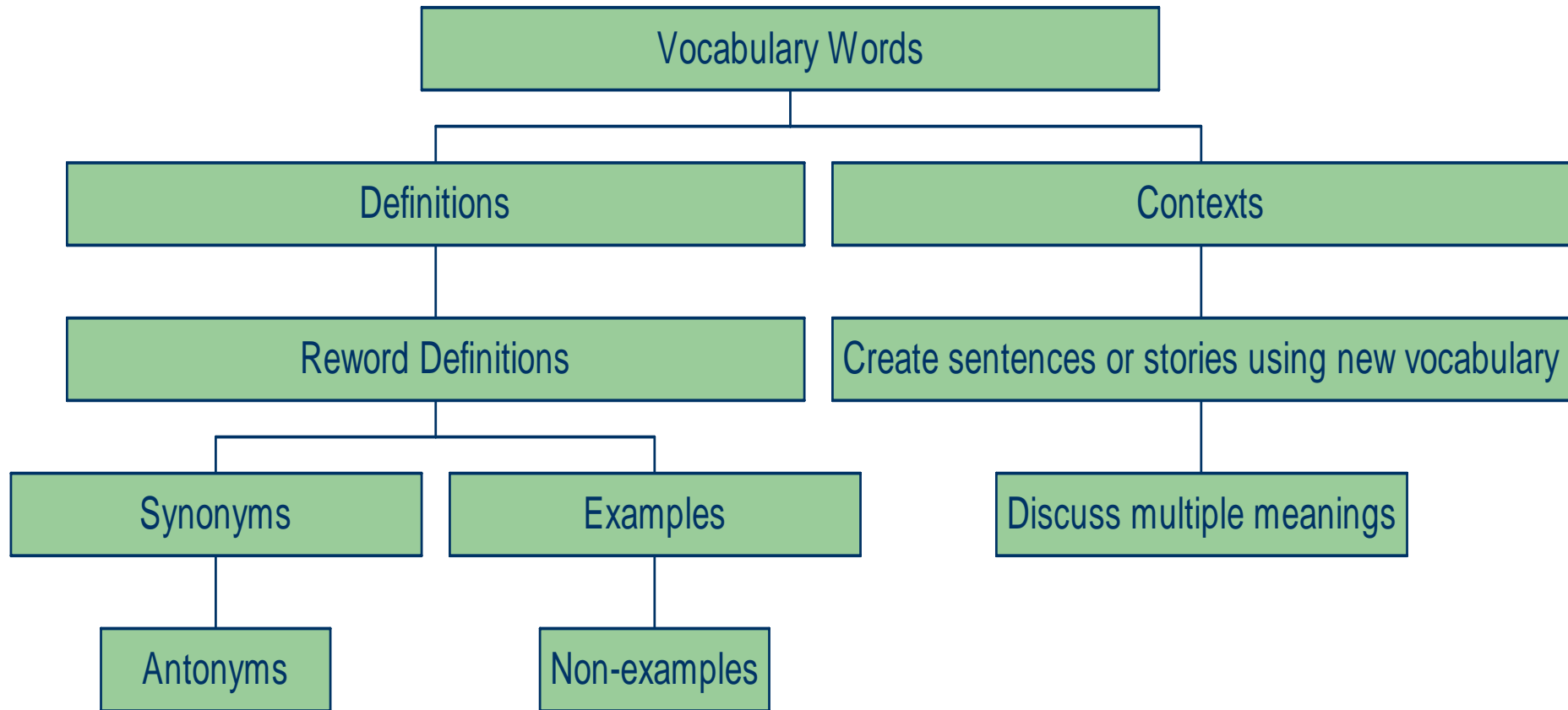
- Name objects related to theme
- Name objects by category
- Name objects by attributes

Describing:

- Name object and its category
- Describe object's function(s)
- Compare with other objects



Expanding Word Knowledge





Anderson & Nagy Research

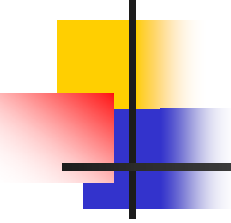
" . . . there is a strong case, a case based on hard facts, that increasing the amount of playful, stimulating experience with good books leads to accelerated growth in reading competence."

Research Foundations to Support Wide Reading
(included in packet)

Consider Diversity: English Language Learners

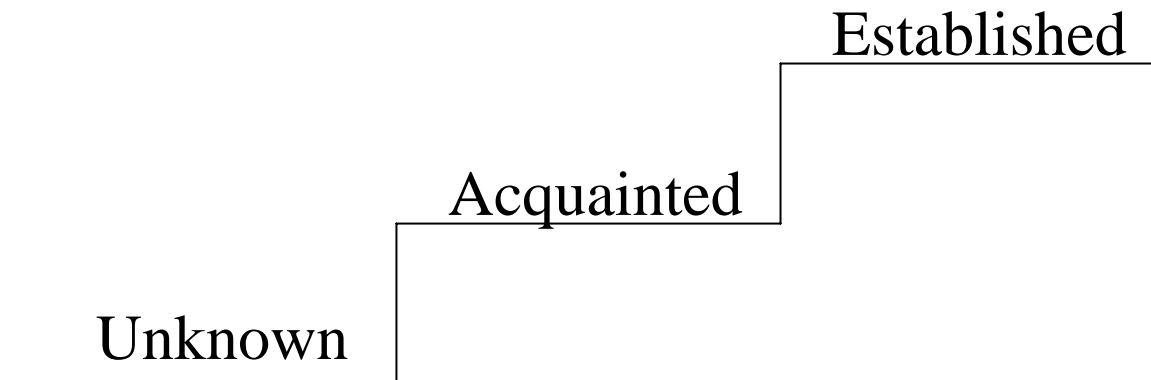
- Help children develop an extensive vocabulary in English
- Teach new vocabulary words in useful contexts
- Hold high expectations
- Engage children in a variety of language activities
- Plan for informal choral readings
- Provide opportunities for children to listen to good models of English





Monitoring Students' Progress: Vocabulary Knowledge

- Students know words to varying degrees
- Three levels of word knowledge



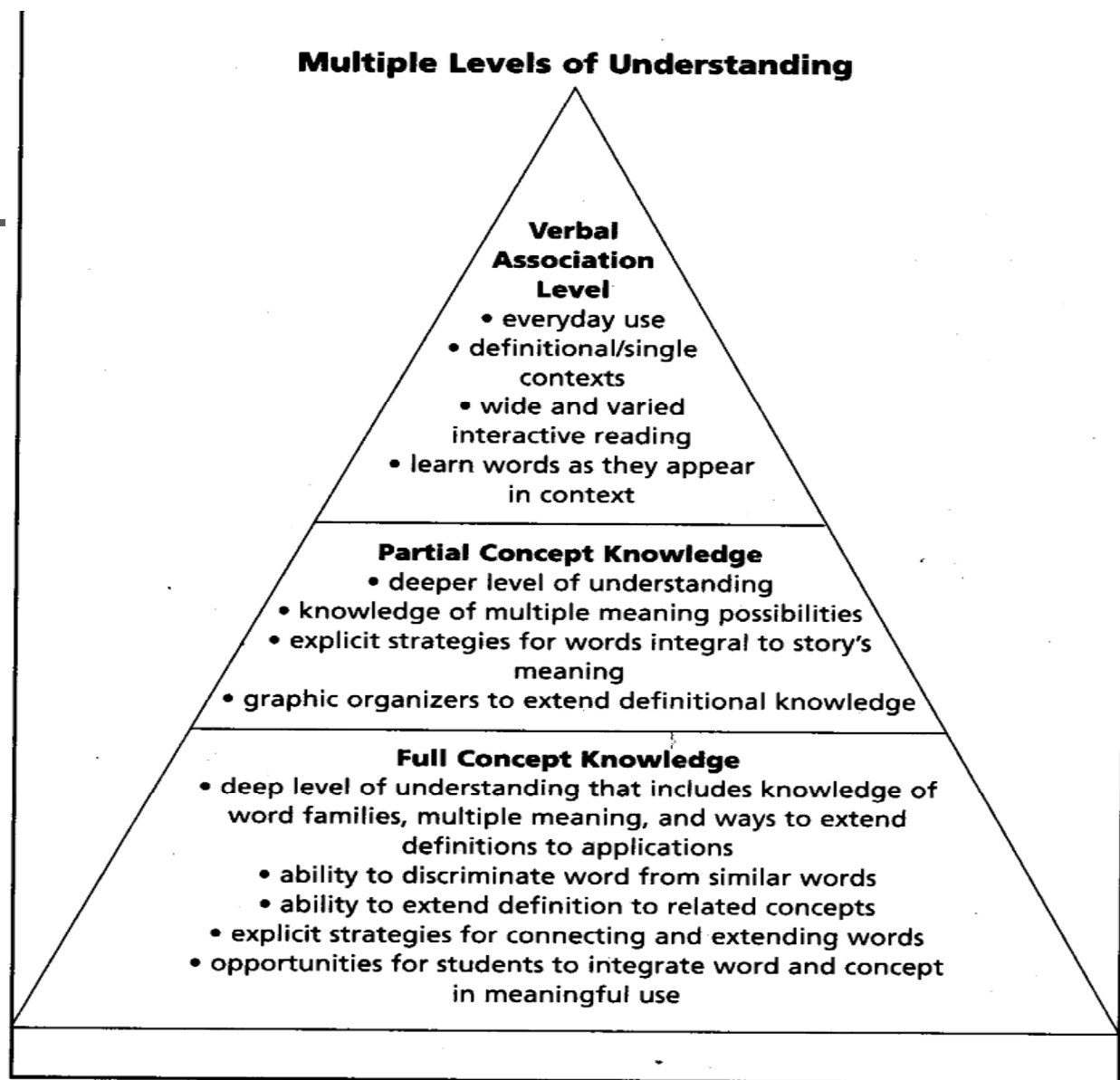


Figure 1.1



Words, Words, Words

**TEACHING
VOCABULARY
IN GRADES**

4-12

JANET ALLEN



Essential Language Systems

Phonology

- The basic sound units of language

Grammar

- System for combining words into phrases and sentences that make sense

Vocabulary

- Knowledge of words and their meanings

Pragmatics

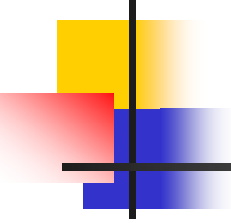
- Appropriate use of language to communicate effectively (includes extended discourse)



Remember...

Remember the importance of listening closely, extending conversations, and building good vocabulary to support children's oral language development and to lay the foundation for future success in reading and writing.

Explicit vocabulary instruction "can deepen students' knowledge of word meanings" to help them "understand what they are hearing or reading" as well as "help them use words accurately in speaking and writing."



“A reader’s general vocabulary knowledge is the single best predictor of how well that reader can understand.”

Anderson & Freebody

Components of Effective Reading Instruction

"...vocabulary is the glue that holds stories, ideas, and content together...making comprehension accessible for children."

Rupley, Logan & Nichols,
1998/1999, p. 339

